



Grade 4 – Language Arts Pacing Guide: Includes Writing Process and Genre Types - Oral and Written Conventions

Writing Process (TEKS 15) (ELPS 5 A-G)		Writing Genre Types (TEKS 16, 17, 18,19) (ELPS 5 F-G) K-6 Writing Genre Progression (Link)	Oral and Written Conventions (TEKS 20, 21) (ELPS3-C,D,E,G 7 5-D,E)	Spelling (TEKS 22) (ELPS 5C)
	Plan (15A)	Literary Text (16A, B) Students write literary texts to express their ideas and feeling about real or imagined people, events and ideas.	Students understand the function of and use the conventions of academic language when speaking and writing (20 A, B,C)	Correctly using Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction, should cover the topics below (22 A,B,C,D,E,F,G)
	Draft (15B)	Personal Experiences (17)	Handwriting, Capitalization and punctuation (21A,B,C,)	
	Revise (15C)	Expository / Procedural (18A,B,C)		
	Edit (15D)	Persuasive (19)		
	Publish (15E)			

Writing Process (TEKS 15)	Writing Genre Types (TEKS16, 17, 18, 19)	Oral and Written Conventions (TEKS 20, 21)	Spelling (TEKS 22)																																	
<p>(A) Plan – Select a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g. brainstorming, graphic organizers, logs, journals)</p> <ul style="list-style-type: none">BrainstormChoose a topic <p>(B) Develop drafts by categorizing ideas and organizing them into paragraphs</p> <ul style="list-style-type: none">Interesting Topic SentenceOrganizes ideas into paragraphsConcluding statement <p>(C) Revise drafts for coherence, organization, use of simple and complex sentences, and audience</p> <ul style="list-style-type: none">Correct word choiceProgression of ideasTransitionsConferring techniques (teacher / student) <p>Strategies:</p> <ul style="list-style-type: none">Show Not TellThough ShotsExploding the moment <p>(D) Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <ul style="list-style-type: none">Complete sentencesSentence structureConventions <p>(E) Publish written</p> <ul style="list-style-type: none">work for a specific audience Ways to Publish <div><p>Student Tips</p><p>Daily writing Record</p><p>Cumulative Writing Record</p><p>Teacher Tips</p><p>Writing Workshop is...</p><p>Stages of Writing Workshop</p><p>Writing Workshop Components</p><p>Mini-Lesson Topics</p><p>Mini-Lesson on Managing the Writers Workshop</p><p>Mini-Lesson Log</p><p>Status of Class</p><p>Purpose and Forms of Writing Matrix</p><p>K-6 Writing Genre Progression</p><p>Score point 4 samples</p></div>	<p>Click on each text type for genre attributes; a bibliography of mentor texts, teaching tips, rubrics etc.</p> <p>Literary Text (16A, B)</p> <ul style="list-style-type: none">(A) Write imaginative stories that build to a climax and contain details about characters and setting(B) Write poems that convey sensory details using the conventions of poetry (e.g. rhyme, meter, verse) <p>Personal Experiences (17) Students are expected to write about important personal experiences</p> <p>Expository / Procedural (18A,B,C) students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes</p> <ul style="list-style-type: none">(A) Create a brief composition that establishes a central idea (i) includes supporting sentences with simple facts and details and explanations (ii) contains a concluding statement (iii)(B) Write letters whose language is tailored to audience and purpose (e.g. thank you note0 and uses appropriate conventions (e.g. date, salutation, closing)(c) Write responses to literary or expository texts that demonstrate understanding <p>Persuasive (19) Students are to write persuasive essays for appropriate audiences that establish a position and use supporting details. Overview</p> <div><p>Writing Supplies Table Baskets:</p><ul style="list-style-type: none">Pencils, pens, staplers, paper, Post-its, glue sticks, tape</div> <table><tr><th>Six Traits Rubrics or State Rubric - Student Friendly Versions</th><th>Six Traits or State Rubrics: Teacher Versions</th></tr><tr><td>Conventions</td><td>Conventions</td></tr><tr><td>Ideas</td><td>Ideas</td></tr><tr><td>Organization</td><td>Organization</td></tr><tr><td>Sentence Fluency</td><td>Sentence Fluency</td></tr><tr><td>Voice</td><td>Voice</td></tr><tr><td>Word Choice</td><td>Word Choice</td></tr><tr><td>State Rubric: Student Friendly</td><td>State Rubric: Teacher Version</td></tr><tr><td>State Rubric : Spanish Version</td><td></td></tr></table>	Six Traits Rubrics or State Rubric - Student Friendly Versions	Six Traits or State Rubrics: Teacher Versions	Conventions	Conventions	Ideas	Ideas	Organization	Organization	Sentence Fluency	Sentence Fluency	Voice	Voice	Word Choice	Word Choice	State Rubric: Student Friendly	State Rubric: Teacher Version	State Rubric : Spanish Version		<p>Parts of Speech in <u>context of</u> Reading, writing, speaking (A)</p> <ul style="list-style-type: none">Verbs –past, present, future (i)Nouns – singular, plural, common/proper (ii)Adjectives – descriptive (sleeping bag, frying pan) – superlative form (– fast, faster, fastest) (iii)Adverbs – frequency: usually, sometimes and adverbs of intensity – almost, a lot etc (iv)Prepositions and prep phrases – to convey location, time, direction, or to provide details – (v)Reflexive pronouns (myself,, ourselves) (vi)Correlative conjunctions (either or/ neither/nor) (vii)Time order transition words and transitions that indicate a conclusion (viii) <p>Complete subject / complete predicate (B)</p> <p>Complete simple and compound sentences w/ subject / verb agreement (C)</p> <p>Handwriting, Capitalization / Punctuation (21)</p> <ul style="list-style-type: none">Writes legibly with space between words (A)(B) Uses capital letters for I; historical events and documents (i); titles of books, stories and essays (ii); languages, races, nationalities (iii)(C) Uses punctuations including commas in compound sentences (i) quotation marks (ii) <div><p>BIG IDEA 1: We study oral and written conventions [parts of speech, handwriting, capitalization and punctuation] on ad daily basis integrated during shared writing and reading instruction, <u>not</u> in isolation.</p><p>BIG IDEA 2: Oral and written conventions are among the tools we use to make meaning. Conventions and word choice (i.e. adjectives, adverbs)</p></div>	<p>Students spell correctly. Students are expected to:</p> <ul style="list-style-type: none">Spell words with more advanced orthographic patterns and rules (A)Plural rules (-f to –v and add –es leaf-leaves) (i)Irregular plurals(man/men; foot, feet, child, children (ii)Double consonants in middle of word (iii)Other ways to spell sh (-sion, -tion, -cian) (iv)Silent letters (knee, wring) (v) <p>Spell base words and roots w/ affixes (-ion, -ment,-ly,-dis,-pre) (B)</p> <p>Spell commonly used homophones (there, they're, their, two, too to) (C)</p> <p>Use print and electronic devices to check spelling (D)</p> <div><p>Six Traits Writing or Using the State Rubric</p><p>Near the end of the nine weeks, teachers will score a piece of writing using <i>either</i> the Six Traits or the State Rubric. If using the Six Traits Rubric, teachers will enter the data into the district data system. (Using proper conventions is an expectation and not assessed in isolation – either rubric.) State: Score on campus.</p><p>--Students should score a 4 or 5 on the Six Traits of Writing Assessment rubrics to be considered developing as expected.</p><p>--Students should score a 3 or 4 on the State Rubric to be considered developing as expected.</p><table><tr><th>Quarter</th><th>Six Traits</th><th>State</th></tr><tr><td>First 9 Weeks</td><td>Ideas</td><td>Focus / Coherence</td></tr><tr><td>Second 9 Weeks</td><td>Organization</td><td>Organization</td></tr><tr><td>Third 9 Weeks</td><td>Voice & Word Choice</td><td>Voice</td></tr><tr><td>Fourth 9 Weeks</td><td>Sentence Fluency</td><td>Depth of Dev</td></tr></table></div> <div><p>Writer's Workshop: Procedures & Routines</p><p>Personalized writer's notebook to record things students observe, notice and think about (suggested entries)</p><ul style="list-style-type: none">MemoriesObservations of things happening around themDescriptions of people and places important in their livesOpinionsWonderingsWishesFamily stories, hobbies, other passions</div>	Quarter	Six Traits	State	First 9 Weeks	Ideas	Focus / Coherence	Second 9 Weeks	Organization	Organization	Third 9 Weeks	Voice & Word Choice	Voice	Fourth 9 Weeks	Sentence Fluency	Depth of Dev
Six Traits Rubrics or State Rubric - Student Friendly Versions	Six Traits or State Rubrics: Teacher Versions																																			
Conventions	Conventions																																			
Ideas	Ideas																																			
Organization	Organization																																			
Sentence Fluency	Sentence Fluency																																			
Voice	Voice																																			
Word Choice	Word Choice																																			
State Rubric: Student Friendly	State Rubric: Teacher Version																																			
State Rubric : Spanish Version																																				
Quarter	Six Traits	State																																		
First 9 Weeks	Ideas	Focus / Coherence																																		
Second 9 Weeks	Organization	Organization																																		
Third 9 Weeks	Voice & Word Choice	Voice																																		
Fourth 9 Weeks	Sentence Fluency	Depth of Dev																																		

Grade 4 – Language Arts Pacing Guide: Includes Writing Process and Genre Types - Oral and Written Conventions